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ABSTRACT

Reinforcing earlier conclusions of the Educational Testing Service, this evaluation highlights the success of the "We the People" program using the "Justice for All" textbook produced by the Center for Civic Education (CCE), the program involves students in a rigorous study of the Constitution and Bill of Rights and supports their participation in congressional district, state, and national competitions. Intended to supplement government and U.S. history courses, the program strives to develop a better understanding of and a reasoned commitment to democratic principles. At the request of the CCE, the Social Studies Development Center (SSDC) of Indiana University studied whether high school students participating in the "We the People..." program demonstrated more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Through the use of a multiple-choice test on the subject area, the SSDC sampled 10 classes participating in the program and 14 classes not in the program, with the classes in each group distributed across 12 states. Developed by the CCE, the test content was based on recommendations from scholars in political science, U.S. history, and constitutional law. The study revealed that students who participated in the program scored significantly higher on the test than similar students enrolled in government or civics classes using traditional textbooks. (JD)

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An Evaluation of the Instructional Effects of the We the People... The Citizen and the Constitution Program using With Liberty and Justice for All

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December 1993

Social Studies Development Center

of Indiana University

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Introduction

"I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and courts. These are false hopes, believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no laws, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it."[1]

In this statement to the 1941 graduating class from Yale University, Judge Learned Hand expressed the continuing need for civic education as a vehicle to keep liberty in the hearts and minds of our citizens. Both Aristotle and Thomas Jefferson realized the need for educated citizens for a democratic society to sustain itself. Over the centuries, the "office of citizen" (as Aristotle suggested) has become much more complex. Today's citizens must learn to balance liberty with order, understand the way to secure individual rights while pursuing the common good, and temper a belief in majority rule with respect for minority opinions.

Citizenship education is an essential element of any individual's education. Living in a democracy demands that citizens be knowledgeable of their heritage and appreciate civic principles inherent in a democracy, such as justice, tolerance, privacy, liberty, equality, and responsibility. Understanding the intricate structure of American government and politics enables an individual to participate effectively in local, state, and national decision making.

The results of the National Assessment of Education Progress' (NAEP) The Civics Report Card (1976 to 1988, ages 13 and 17) indicate that some groups of students made gains in civic proficiency across the 12-year period, but most did not. The most dramatic result indicates that the average civics proficiency of male and female seventeen-year-olds declined significantly from 1976 to 1988.

In 1987, with funding from Congress and cosponsorship of the Commission on the Bicentennial of the U.S. Constitution, and in consultation with leading scholars and educators, the Center for Civic Education developed the National Bicentennial Competition on the Constitution and Bill of Rights, a program that addressed the alarming reality made clear in the NAEP study.

The textbooks used in the program were designed to educate young people about the history and principles of the U.S. Constitution and Bill of Rights. From 1987 through 1991, We the People... curriculum material was disseminated in classroom sets to elementary, middle, and high school teachers throughout the nation. The dissemination process was assisted by a network of congressional district and state coordinators who volunteered to participate in the program. Ultimately, these coordinators, many of whom are teachers, curriculum specialists, university professors, and attorneys, were responsible for disseminating curriculum materials to more than one million students nationwide. The text, written in consultation with leading constitutional scholars and incorporating interactive teaching strategies, was designed to help students and teachers develop a better understanding of and a

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[1] From a graduation speech given by Justice Learned Hand to the 1941 class at Yale University.

reasoned commitment to the democratic principles that are essential to a constitutional democracy.

As part of the program the Center for Civic Education designed and implemented a culminating activity for students that simulates a congressional hearing. From 1987 through 1992, tens of thousands of high school students and teachers participated in the National Bicentennial Competition at the congressional district, state, and national levels.

To track the effectiveness of the program, the Center for Civic Education has contracted with outside evaluators to conduct ongoing internal evaluations. The first effort to evaluate the effectiveness of the Center for Civic Education curriculum materials was in 1988 when the Educational Testing Service (ETS) conducted an assessment of the first year of the high school program. The results of that study suggested that students involved in the National Bicentennial Competition knew more about principles of the U.S. Constitution such as balancing liberty with order than those students who studied the Constitution in government and civics classes using traditional textbooks.

Two subsequent studies conducted by ETS in 1991 found that students who studied the **We the People...** curriculum outperformed students who used other approaches to studying the Constitution. One study focussed on 8th-grade middle school classes in Houston, Texas. The other looked at 5th-grade elementary school classes in suburban Milwaukee, Wisconsin. At each location, multiple choice tests on the history and principles of the Constitution were given to students who participated in the **We the People...** program as well as to students who received their regular instruction on the Constitution. The **We the People...** students outperformed the comparison students on every topic on the multiple choice test. Those topics included the political philosophy underlying the Constitution, the Philadelphia Convention, the new government, and the rights and responsibilities of citizens.

Based on the superior performance of students at both the upper elementary and middle school levels, the ETS report characterized the **We the People...** program as a "great instructional success" and concluded that the "program achieved its major instructional goal of increasing students' knowledge of the Constitution and Bill of Rights." These findings were consistent with the earlier (1988) ETS study of the instructional effects of the high school program.

In 1991, ETS conducted a comparison study in which scores from more than 900 high school students who studied **We the People...** were compared to 280 political science students at UCLA. The university students, most of whom were sophomores and juniors, represent a specialized sample of students who generally ranked in the top 12 percent of their high school class before admission to this prestigious university.

The high school students who studied **We the People...** were not a comparably select group, yet they significantly outperformed the university students in every topic area and on almost every test item. The greatest difference was in the area of political philosophy where the participating high school students scored 14 percent points higher than the university students.

The Center for Civic Education added a new publication to its **We the People...** program in 1991. Entitled With Liberty and Justice for All, this publication was developed to celebrate the Bicentennial of the U.S. Bill of Rights and the final year of the National

Bicentennial Competition.[2] During 1991-1992, this textbook was the focus of the high school program. Approximately 375,000 high school students studied the U.S. Bill of Rights using With Liberty and Justice for All and participated in numerous simulated congressional hearings at the local, state, and national levels.

During 1992, the Social Studies Development Center (SSDC) of Indiana University was asked to conduct an evaluation of the instructional effects of the With Liberty and Justice for All curriculum materials. The design of that evaluation study involved comparing students who studied the Bill of Rights in government and civics classes using traditional textbooks with students who studied the Bill of Rights in classes participating in the **We the People...** program and using With Liberty and Justice for All. In addition to conducting a study on the instructional effects, the SSDC was asked to determine the reliability of the "Test on the History and Principles of the Bill of Rights."

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[2] The **National Bicentennial Competition** became the **We the People... The Citizen and the Constitution** program in 1992. The program is now funded by the U.S. Department of Education and continues to disseminate classroom sets of curriculum materials to elementary, middle/junior high, and senior high schools through a network of state and congressional district coordinators.

Procedures

Evaluation Question

The major goal for the study was translated into a specific evaluation question:

Would high school students participating in the **We the People...** program and using the With Liberty and Justice for All textbook demonstrate more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks?

A secondary question concerned the test developed by the Center for Civic Education to access knowledge of the history and principles of the Bill of Rights: How reliable is the "Test on the History and Principles of the Bill of Rights"?

Sampling

The teachers and classes selected to participate in the study as participation and comparison groups were identified by state coordinators responsible for administering the **We the People...** program in Indiana, Kansas, Massachusetts, Nebraska, Nevada, New Hampshire, New York, North Dakota, Oregon, South Carolina, Texas, Wisconsin. The state coordinators identified teachers who were using With Liberty and Justice for All and teachers who taught civics or government classes using traditional textbooks during the 1992 spring semester. Initially, nine teachers volunteered eighteen classes (477 students) to be involved as the comparison group in the study. Eight teachers volunteered sixteen classes (375 students) to be involved as the participation group in the study. During the course of the semester, four comparison group classes and six participation group classes dropped out of the study. Near the end of the spring semester, data were collected from fourteen comparison group classes (308 students) located in five geographically diverse states and ten participation group classes (185 students) located in five other geographically diverse states. (See Table 1.) Five of the fourteen classes in the comparison group were honors or advanced placement government classes and nine of the fourteen classes were regular government classes. None of the participating classes were honors or advanced placement classes. Eight of the ten participating classes were government, one of the ten was a ninth grade civics class, and one of the ten was a 10th-12th=grade social studies class. Although the classes in both the participation and comparison groups are not all of one type, most are 12th-grade government classes.

Table 1
Student Sample

	Participation Group	Comparison Group
Initial Contacts		
Teachers	8	9
Classes	16	18
Students	375	477
Drop Outs		
Teachers	2	1
Classes	6	4
Students	190	169
Remaining		
Teachers	6	8
Classes	10	14
Students	185	308
Type of Classes		
Honors/AP Govt.	0	5
12th Grade Govt.	8	9
9th Grade Civics	1	0
10th-12th Social Studies	1	0

Methods

The sixty-item test entitled, "History and Principles of the Bill of Rights," developed by the Center for Civic Education was used to measure students' knowledge of the material covered in the curriculum. The test content was based on recommendations from scholars in political science, American history, and Constitutional law as to the knowledge and understanding of the history and principles of the Bill of Rights considered essential for citizens in a democratic society. (The test and answer key are included in Appendices A and B.) After completing a study of the Bill of Rights, the test was given to all students in the comparison and participating classes. Total scores were compared to assess the impact of program participation. T-tests were used to determine the significance of the observed

differences in average scores of the comparison and participating groups. Standard reliability and item analyses were also conducted on the completed examinations received by the high school students involved in the study.

Limitations of the Study

The state coordinators were not randomly chosen; rather, selection was based on experience with the **We the People...** program and assurance of geographic representation. The state coordinators were instructed to recruit teachers experienced in the program as well as comparable teachers who had experience teaching government or civics using traditional textbooks. Consequently, the teachers involved in the study were not randomly selected.

Identification of students' pre-knowledge score or grade point averages for both the participating and comparison groups would have helped to ensure equivalence among classes and students. Unfortunately, they were not available. However, there was no evidence to suggest that the classes were not equivalent.

It should be noted that honors or advanced placement students were involved in the comparison group and not in the participation group. This particular grouping may have skewed the results. Therefore, suggesting that the difference between the two groups may, in fact, be larger.

Results

Program Effectiveness

The principal measure of the program effectiveness was student performance on the "Test on the History and Principles of the Bill of Rights." The test results indicate that the **We the People...** program had a strong, positive effect on students' knowledge of the history and principles of the Bill of Rights. Students who participated in the program scored significantly higher on the test than similar students enrolled in government and civics classes using traditional textbooks. (See Table 2.) Participating students, on the average, answered 40.9 out of 60 questions (68%) correctly, compared to 30.8 out of 60 questions (51%) answered correctly by comparison students. (See Appendix C, "Percent Correct by Test Item: **We the People...** Group (375) and Comparison Group (477)," for data on student performance on each of the 60 test items.) The effect size is quite substantial (.8). This effect size suggests that 79% of the participating group out-performed the average of the comparison group. This is a clear indication that students involved in the **We the People...** program performed better on the "Test on the History and Principles of the Bill of Rights." The results of this part of the study suggest that students participating in the **We the People...** program gained knowledge and understanding of the Bill of Rights that is superior to students in government and civics classes using traditional textbooks. Table 3 provides examples of the test performance of **We the People...** students compared to students using traditional textbooks.

Table 2

Average Total Number and Percentages of Correct Responses *

	Participating Classes	Comparison Classes
Number of Students	185	308
Total Correct	40.9	30.8
Standardized Deviation	16.8	12.6
Total Percentage Correct	68%	51%

$$\text{Effect Size} = \frac{\text{mean part.} - \text{mean comp.}}{\text{SD comp.}} = \frac{40.9 - 30.8}{12.6} = .80$$

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* The difference between the measure of participating and comparison classes was statistically significant, T=7.1, p<.001

Table 3

We the People...Students' Test Performance Compared to Students Using Traditional Textbooks

What Students Knew:	We the People... Students	Comparison Students
Students knew that the Bill of Rights was originally written to protect individual rights from interference by the federal government.	60%	39%
Students knew that an agreement among people to form a government to protect their rights is known as a social contract.	77%	46%
Students knew that the main purpose of government, according to the natural rights philosophy, is to protect the individual's rights.	71%	47%
Students knew that some of our Founders believed a bill of rights could be dangerous because omitted rights might not be protected.	70%	40%
Students knew that some Founders believed that majority rule could be a threat to natural rights.	64%	39%
Students knew that the primary argument of the Anti-Federalists was that the Constitution contained no bill of rights.	67%	40%
Students knew that the right to equal protection of the laws means that the government may not unfairly treat people differently.	70%	45%
Students knew that the Supreme Court's interpretation of the Fourteenth Amendment protects Bill of Rights freedoms from state actions.	65%	35%
Students knew that after passing the Civil Rights Act of 1957 Congress continued to extend civil rights with more legislation.	60%	36%
Students knew that bills of rights may be found in state constitutions.	60%	36%
Students knew that a basic difference between the Bill of Rights and the Universal Declaration of Human Rights is that the Bill of Rights is enforced.	63%	30%
Students knew that the most fundamental need of a constitutional democracy is an enlightened and responsible citizenry.	60%	31%

Test Reliability

Test results collected from students involved in the study were used to examine the reliability of the test and to assess the effectiveness of individual test items. A reliability analysis was conducted on the "Test on the History and Principles of the Bill of Rights" which produced a Cronbach's alpha of .95. This estimate suggests a very high test reliability. The correct and incorrect responses for most of the sixty test items correlated with the total student scores. The high reliability suggests that student performance on the test was measured consistently. This finding helps support the conclusions of the study.

Conclusions

This study demonstrates the effectiveness of the **We the People...** program through the comparison of high school students who studied the Bill of Rights in government and civics classes using traditional textbooks with students participating in the **We the People...** program using the textbook With Liberty and Justice for All. The test results indicate that nearly 80% of the students participating in the **We the People...** program scored higher on the test than did the average of students in the traditional classes. The use of the Center for Civic Education's materials had a strong impact on students' knowledge of the history and principles of the Bill of Rights.

In addition, this study demonstrates the reliability of the "Test on the History and Principles of the Bill of Rights" in two ways. First, individual test items performed well in relation to total scores. Second, the overall reliability estimate of .95 indicates high internal consistency.

The results from this study concur with similar results reported in a number of studies conducted by the Educational Testing Service. The E.T.S. studies found that students using the textbook We the People... learned more about the U.S. Constitution than students who were enrolled in government or civics classes using traditional textbooks. Similarly, the present study found that students using the textbook With Liberty and Justice for All learned more about the Constitution and Bill of Rights than students using traditional civics texts.

Certainly, conducting more research with different student populations is needed to enhance the documentation of the effectiveness of the **We the People...** program. For example, it would be important to compare three groups: (1) students participating in the **We the People...** program who do not participate in a simulated congressional hearing, (2) students participating in the **We the People...** program who do participate in a simulated congressional hearing, and (3) students enrolled in civics and government classes who use traditional textbooks. This research could be conducted to document the effectiveness of participation in simulated congressional hearings at the local, state, and national levels.

In addition, more longitudinal research is needed to assess the long-term effects of the program. What kind of impact on citizenship does the **We the People...** program have one year, two years, or five years into the future? Affective outcomes need to be assessed. Does the program influence political behavior and attitudes? Does the program influence political tolerance?

For the past six years, the Center for Civic Education's **We the People...** program has been affecting millions of students' knowledge and understanding of the Constitution and Bill of Rights. Students involved in the program demonstrate more knowledge of the history and principles of the Bill of Rights than students who use traditional civics textbooks. This study represents an additional step in evaluating the effectiveness of the **We the People...** program.

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Appendices

Test on the History and Principles of the Bill of Rights

We the People...
The Citizen and the Constitution

Funded by the U.S. Department of Education by act of Congress
Established 1987 under the Commission on the Bicentennial of the United States Constitution

Instructions: For each question, select the one best answer. Mark your answers on a separate answer sheet as instructed by your teacher.

1. The Bill of Rights was originally written to protect individual rights from interference or violation by

   a. private persons.
   b. local and state governments.
   c. the federal government.
   d. all of the above.

2. The First Amendment clearly limits the powers of the

   a. Supreme Court.
   b. Congress.
   c. Presidency.
   d. state and local governments.

3. The legal right to protection of property from burglary may be found in the

   a. civil and criminal law.
   b. Constitution.
   c Bill of Rights.
   d. all of the above.

4. What did the Founders see as the greatest threat to individual rights?

   a. local and state governments
   b. the federal government
   c. private individuals
   d. business and industry

5. Which of the following is generally considered an absolute right, one that cannot be limited?

   a. freedom of speech
   b. freedom of petition
   c. freedom of conscience
   d. freedom of the press

6. Generally, limitations are placed upon rights in order to protect

   a. other important rights, values, and interests.
   b. the power of government officials.
   c. freedom of belief and conscience.
   d. freedom of expression.

7. The purpose of classical republican government is to

   a. promote the common welfare.
   b. establish a monarchy.
   c. provide voting rights to all citizens.
   d. maintain public order.

8. How did the Renaissance and Reformation influence Western Europe during the 16th and 17th centuries?

   a. They increased the emphasis on individual rights.
   b. They emphasized the common welfare over individual rights.
   c. They increased the development of feudal society with its distinct classes.
   d. They increased the power of the Church of Rome.

9. According to the classical republicans, a person with civic virtue was one who

   a. protected the freedom of belief and expression of others.
   b. set aside individual interests for the common welfare.
   c. promoted fair treatment for persons of all religious groups.
   d. respected and promoted racial and ethnic diversity.

10. According to the natural rights philosophers, governments get their authority to rule from

    a. ancient traditions.
    b. the consent of the governed.
    c. elected leaders.
    d. all of the above.

11. An agreement among people to form a government to protect their rights is known as a

    a. state of nature.
    b. confederation.
    c. social contract.
    d. proclamation.

12. According to the natural rights philosophy, the main purpose of government is

    a. to create a democracy.
    b. to protect the individual's rights.
    c. to create a system of separation of powers.
    d. all of the above.

13. The Magna Carta is an important document in the development of English government because it

    a. authorized the first Parliament.
    b. announced that England was a monarchy.
    c. set limits on the power of the king.
    d. eliminated the powers of the nobility.

14. The purpose of the right to a writ of habeas corpus is to protect the individual against

    a. accusation of treason.
    b. unlawful detention.
    c. cruel and unusual punishment.
    d. self-incrimination.

15. The "rights of Englishmen" can be found in

    a. decisions or opinions of English judges.
    b. the English Bill of Rights and other historical documents.
    c. acts of Parliament.
    d. all of the above.

16. Which of the following did most Founders believe regarding property?

    a. Property rights and political rights were related.
    b. Property ownership should not be required for voting.
    c. Only those with large amounts of property should be permitted to vote.
    d. Property rights were more important than natural rights.

17. Some of the Founders believed a bill of rights could be dangerous because

    a. it might be used to overthrow the government.
    b. natural rights would become less important.
    c. property rights might be endangered.
    d. omitted rights might not be protected.

18. Bills of rights may be found in

    a. state constitutions.
    b. criminal and civil laws.
    c. court decisions.
    d. all of the above.

19. Which idea or ideas are in the Virginia Declaration of Rights?

    a. natural rights
    b. social contract
    c. civic virtue
    d. all of the above

20. The purpose of the separation of powers in the United States Constitution is to

    a. make the government more efficient.
    b. allow more people to hold office.
    c. prevent the misuse of power.
    d. provide for legislative supremacy.

21. Which of the following did the authors of the Articles of Confederation fear?

    a. The will of the people
    b. Too much democracy
    c. Legislative supremacy
    d. A strong national government

22. Most of the first state constitutions provided for supremacy of the

    a. executive branch.
    b. judicial branch.
    c. legislative branch.
    d. national branch.

23. Which of the following rights of the people were protected in the main body of the Constitution before any amendments were added?

a. **Property rights.**
b. **Voting rights.**
c. **Right to bear arms.**
d. **Right to free speech.**

24. Some Founders believed that majority rule could be a threat to

a. **a representative government.**
b. **local self-government.**
c. **natural rights.**
d. **laissez faire.**

25. The Federalists believed that the best way to protect natural rights was to

a. **have a bill of rights in the Constitution.**
b. **rely on checks and balances and separation of powers.**
c. **provide for a highly educated people.**
d. **allow all adult males the right to vote.**

26. The primary argument of the Anti-Federalists was that the Constitution

a. **favored the states over the federal government.**
b. **did not prohibit slavery.**
c. **contained no bill of rights.**
d. **supported the merchants and upper class.**

27. The most important goal of the Anti-Federalists was to limit

a. **the powers of the central government.**
b. **the powers of the state governments.**
c. **the enumeration of individual rights.**
d. **states' rights.**

28. When the Supreme Court declares a law unconstitutional, it is using its power of

a. **legislative discretion.**
b. **judicial review.**
c. **judicial restraint.**
d. **habeas corpus.**

29. The Bill of Rights had its greatest effect on Americans

a. **at the time of its adoption.**
b. **from 1791 to 1861.**
c. **in the decade following the Civil War.**
d. **during the twentieth century.**

30. The basic reason for the passage of the Civil War Amendments to the Constitution was to

a. **abolish slavery.**
b. **give the recently freed slaves national and state citizenship.**
c. **give the recently freed male slaves the right to vote.**
d. **all of the above.**

31. "Black codes" were passed in the Southern states to

a. **help African Americans find employment.**
b. **limit the newly won freedoms of former slaves.**
c. **help local governments protect African Americans.**
d. **assure that African Americans registered to vote.**

32. The decision in the 1954 Brown v. Board of Education case held that

a. **the academic freedom of teachers should not be violated.**
b. **principals cannot search students lockers.**
c. **prayer in public schools is unconstitutional.**
d. **racial segregation should be ended in public schools.**

33. The right to equal protection of the laws means that the government

a. is responsible for seeing that all people have equal opportunities.
b. may not unfairly or unreasonably treat people differently.
c. is responsible for seeing that all people have a decent standard of living.
d. may not conduct unreasonable searches and seizures of private individuals.

34. Affirmative action programs for women and minorities are designed to

a. remedy the effects of past discrimination.
b. stop the flow of immigrants to the United States.
c. meet basic food and housing needs of all citizens.
d. stop school segregation.

35. "Due Process" means that the laws and procedures of government must be

a. widely publicized.
b. speedy and final.
c. obeyed by all citizens.
d. fair and reasonable.

36. It is accurate to say that the Bill of Rights now

a. applies primarily to actions of the federal government.
b. applies to actions by states in a very limited way.
c. applies to almost all actions of federal, state, and local governments.
d. is interpreted by the Supreme Court in a more limited way than when it was first ratified.

37. The freedoms guaranteed by the Bill of Rights are protected against state actions by the Supreme Court's interpretation of the

a. "necessary and proper" clause.
b. First Amendment.
c. "commerce" clause.
d. Fourteenth Amendment.

38. The protections of the Bill of Rights in our country today

a. apply primarily to actions of the federal government.
b. have increased the power of the federal government over state and local governments.
c. have not been of much help to blacks and women.
d. have increased the powers of state and local governments.

39. The process of including almost all rights guaranteed in the first eight amendments under the Fourteenth Amendment is called

a. incorporation.
b. a "paper shield."
c. federalism.
d. popular sovereignty.

40. At the time of the colonial settlement of America almost every country in Europe

a. practiced religious toleration.
b. had established churches.
c. was Catholic.
d. encouraged freedom of choice in religion.

41. At the Philadelphia Convention in 1787 it was decided that

a. members of any Protestant faith could hold office.
b. anyone but an atheist could hold public office.
c. no religious qualification for federal office could be required.
d. the Constitution would not mention religion.

42. James Madison believed that the best protection for religious freedom was

a. a bill of rights.
b. the diversity of religious groups in society.
c. the Supreme Court.
d. the separation of church and state.

43. The Supreme Court has held that the government may regulate religious practices if they

a. **differ from those of most of the society.**
b. **are thought to be unpatriotic during time of war.**
c. **threaten the public's health and safety.**
d. **subject other religions to ridicule.**

44. The Supreme Court has interpreted the First Amendment to mean that freedom of expression may be

a. **considered an absolute right.**
b. **balanced against other values and interests.**
c. **exercised only by citizens.**
d. **suspended only by a two-thirds vote of Congress.**

45. Freedom of expression is valued in our democracy because it

a. **aids in discovering the truth.**
b. **is essential to representative democracy.**
c. **provides a "safety-valve" for dissatisfied citizens.**
d. **all of the above.**

46. Which of the following situations might violate a "First Amendment right"?

a. **Police examine a high school student's locker.**
b. **A state legislature passes a law prohibiting the possession of firearms.**
c. **Prisoners are not allowed to consult their attorneys.**
d. **A town council refuses to grant a permit for the Ku Klux Klan to march.**

47. The right of petition

a. **did not exist in England.**
b. **was not used by the colonists before the Revolution.**
c. **could not be used by women, blacks, and other non-voters before the end of the Civil War.**
d. **was regarded as a fundamental right by the American colonists.**

48. The protections of procedural due process provided by the Bill of Rights are intended to

a. **protect criminals.**
b. **make it more difficult for the police to enforce the law.**
c. **prevent the abuse of power by government.**
d. **increase the probability of convicting guilty persons.**

49. Which of the following is a right under procedural due process of law?

a. **Right to petition.**
b. **Any natural right.**
c. **Suffrage.**
d. **Habeas corpus.**

50. An argument in favor of the "exclusionary rule" is that it

a. **discourages law enforcement officers from violating constitutional rights.**
b. **is unreasonable to exclude any reliable evidence.**
c. **encourages the police to falsify arrest reports.**
d. **breeds disrespect for the courts.**

51. Which is an argument against allowing the use of forced confessions?

a. **They encourage mistreatment of prisoners.**
b. **They are unreliable.**
c. **They violate the right to freedom of conscience and expression.**
d. **all of the above.**

52. The right against self-incrimination is important because it

a. **discourages police misconduct.**
b. **helps police gather evidence.**
c. **guarantees a jury trial for criminal offenses.**
d. **limits the right to counsel.**

53. The right to a fair trial provided in the Bill of Rights reflects which of the following values or interests?

a. **Privacy.**
b. **Authority.**
c. **Limited government.**
d. **Popular sovereignty.**

54. Which of the following best describes the rights enumerated in the Sixth Amendment?

a. **Political rights.**
b. **Property rights.**
c. **Procedural rights.**
d. **Natural rights.**

55. A primary purpose of requiring an accused person to submit bail is to

a. **guarantee that the person will return for trial.**
b. **prevent the accused from committing additional crimes.**
c. **provide a monetary punishment for a suspect.**
d. **give a suspect a choice between a fine and a jail term.**

56. The language of the Constitution appears to

a. **prohibit the death penalty as a "cruel" punishment.**
b. **accept the legitimacy of the death penalty.**
c. **accept depriving a person of "life" without due process of law.**
d. **prohibit the death penalty for any crime but murder.**

57. The Ninth Amendment is a guarantee that the people

a. **are protected by the rights listed in the Bill of Rights.**
b. **have all the rights a free society takes for granted.**
c. **are protected by both federal and state constitutions.**
d. **have the right to due process on all levels of government.**

58. For several decades after it passed the Civil Rights Act of 1957, the position of Congress was to

a. **extend civil rights with more legislation.**
b. **back away from passing any civil rights legislation.**
c. **make the states entirely responsible for passing civil rights legislation.**
d. **restrict the Supreme Court in making civil rights decisions.**

59. A basic difference between the Bill of Rights and the Universal Declaration of Human rights is that the Bill of Rights

a. **is enforced.**
b. **enumerates more rights.**
c. **is democratic.**
d. **is a clear statement of rights and privileges.**

60. The most fundamental need of a constitutional democracy is

a. **a balance of power among the branches of government.**
b. **intelligent leadership.**
c. **an enlightened and responsible citizenry.**
d. **a citizenry that turns out for elections.**

Appendix B: Answer Key for the Test on the History and Principles of the Bill of Rights

1.	c	21.	d	41.	c
2.	b	22.	c	42.	b
3.	a	23.	a	43.	c
4.	b	24.	c	44.	b
5.	c	25.	b	45.	d
6.	a	26.	c	46.	d
7.	a	27.	a	47.	d
8.	a	28.	b	48.	c
9.	b	29.	d	49.	d
10.	b	30.	d	50.	a
11.	c	31.	b	51.	d
12.	b	32.	d	52.	a
13.	c	33.	b	53.	c
14.	b	34.	a	54.	c
15.	d	35.	d	55.	a
16.	a	36.	c	56.	b
17.	d	37.	d	57.	b
18.	a	38.	b	58.	a
19.	d	39.	a	59.	a
20.	c	40.	b	60.	c

Appendix C

Percent Correct by Test Item: **We the People...** Group (375) and Comparison Group (477)

Item	Percent Correct in Participation Group	Percent Correct in Comparison Group	Difference Between Groups
01	59.5%	39.3%	+20.2
02	63.8%	49.7%	+14.1
03	64.9%	45.8%	+19.1
04	76.2%	67.9%	+8.3
05	76.2%	64.6%	+11.6
06	76.2%	78.6%	-2.4
07	71.4%	53.9%	+17.5
08	58.4%	47.7%	+10.7
09	74.1%	52.3%	+21.8
10	62.2%	47.1%	+15.1
11	76.8%	46.1%	+30.7
12	70.8%	46.8%	+24.0
13	80.0%	66.9%	+13.1
14	64.3%	48.1%	+16.2
15	63.2%	53.9%	+9.3
16	57.3%	39.9%	+17.4
17	70.3%	43.8%	+26.5
18	60.0%	36.4%	+23.6
19	73.5%	61.0%	+12.5
20	80.5%	70.8%	+9.7
21	71.4%	55.2%	+16.2
22	65.9%	50.0%	+15.9
23	58.4%	45.8%	+12.6
24	63.8%	39.3%	+24.5

Item	Percent Correct in Participation Group	Percent Correct in Comparison Group	Difference Between Groups
25	62.2%	48.7%	+13.5
26	66.5%	39.9%	+26.6
27	68.6%	56.2%	+12.4
28	80.0%	68.8%	+11.2
29	63.8%	49.4%	+14.4
30	76.2%	63.3%	+12.9
31	74.1%	67.2%	+6.9
32	81.6%	71.4%	+10.2
33	69.7%	44.8%	+24.9
34	83.8%	73.7%	+10.1
35	71.9%	60.7%	+11.2
36	81.1%	60.1%	+21.0
37	64.9%	35.4%	+29.5
38	60.5%	35.1%	+25.4
39	68.1%	48.4%	+19.7
40	63.2%	49.0%	+14.2
41	76.8%	61.0%	+15.8
42	52.4%	30.5%	+21.9
43	76.2%	72.7%	3.5%
44	63.8%	52.3%	+11.5
45	81.1%	66.2%	+14.9
46	69.2%	51.3%	+17.9
47	55.1%	45.8%	+9.3
48	70.3%	54.9%	+15.4
49	66.5%	47.4%	+19.1
50	67.0%	49.0%	+18.0
51	76.8%	65.6%	+11.2

Item	Percent Correct in Participation Group	Percent Correct in Comparison Group	Difference Between Groups
52	59.5%	43.2%	+16.3
53	67.9%	44.5%	+22.5
54	60.0%	45.1%	+14.9
55	74.6%	58.8%	+15.8
56	63.8%	40.3%	+23.5
57	54.1%	27.6%	+26.5
58	60.0%	36.4%	+23.6
59	62.7%	30.5%	+32.2
60	60.0%	30.5%	+29.5